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works that were ever written, the most assiduous practice, and the most thorough instruction of the best masters, cannot give that peculiar style, feeling, expression, and taste, which are to be caught from the performances of a Malibran, a Grisi, or a Caradori. New beauties are not only brought out, but blemishes are made obvious, that the hour's lesson of the master cannot make sensible. Our fair performers, too, are not less liable to be dazzled by the glitter of bad examples; and to be induced to copy what is beyond their reach, or to affect expression where it is not felt. The shrug of the shoulder and the elevation of the eye-brow are natural to an Italian, but, when imitated by us, become grimace and affectation. We are too apt to be carried away by a stentorian voice, or the agility of running up and down scales, and to consider every singer from Paris or London as a model.

The attainment of a good style in singing will be greatly facilitated by the study of the various publications, which have from time to time appeared under the sanction of Messrs. Mason and Webb; and we think the public are under great obligations to them for the judicious efforts they have made to improve our musical taste. We cannot but think, that, if they were allowed sufficient time, they would educate performers of a high order of excellence. Their present work is calculated for beginners, and contains many pleasing melodies arranged for two and three voices, with accompaniments not difficult of execution. We only regret, that the work has been published in so expensive a form, as will we fear much impede its introduction into families and schools. It would have been more acceptable, had it been printed as a second part of the "Odeon," and of uniform size. We trust that the compilers will continue their labors, and ere long give us a more elaborate work for performers of more advanced standing.

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10. — 1. *An Address delivered before the Literary Societies of the University of Vermont, August 2, 1837*, by GEORGE G. INGERSOLL. Burlington. Hiram Johnson & Co. 8vo. pp. 46.
  2. *A Lecture on Popular Education*, by PHILIP LINDSLEY, D. D., President of the University of Nashville. Nashville. S. Nye & Co. 12mo. pp. 38.
  3. *An Address delivered before the American Whig and Philosophic Societies of the College of New Jersey, September 26, 1837*, by SAMUEL L. SOUTHARD, L. L. D. Princeton. Robert E. Horner. 8vo. pp. 50.

4. *Inaugural Address delivered June 21st, 1837*, by the Rev. WILLIAM M. WIGHTMAN, A. M., Professor of English Literature, Randolph Macon College. Richmond. James G. Walker. 8vo. pp. 16.
5. *Address on the Moral Dignity of the Office of the Professional Teacher.* By SAMUEL EELLS. Cincinnati. 8vo. pp. 24.
6. *Valedictory Address delivered December 6th, 1837, at the Close of the Seventh Collegiate Year of the University of the State of Alabama*, by ALVA WOODS, President of the University. Tuscaloosa. Marmaduke J. Slade. 8vo. pp. 52.
7. *An Address delivered before the Philoclean and Peithesophian Societies of Rutgers College, July 18th, 1837.* By DANIEL D. BARNARD. Albany. Hoffmann & White. 8vo. pp. 46.
8. *The Introductory Discourse, and the Lectures delivered before the American Institute of Instruction, at Worcester, Mass., August, 1837.* Boston. James Munroe & Co. 8vo. pp. 262.

THE American Institute of Instruction has done much good, both directly and indirectly. Its meetings have been attended by teachers from every part of the country, who have been thus brought into contact and acquaintance with each other. No class of men need more the influence of social ties and professional sympathies than teachers; no class of men are more exposed to the narrowing consequences of solitary life and unsympathizing action; and it was a wise forecast and a sagacious perception of the real wants of teachers, that led to the formation of this Institute.

The volumes which have been annually published are another good result of this combination of scattered talents. They give convincing proof that a vast amount of ability and learning is engaged in the business of educating the young; and, what perhaps may appear strange to one who has not reflected much upon the subject, that a professional enthusiasm as ardent, and at least as disinterested, as that of any other professional body in existence, animates the hearts of teachers, in the midst of their always exhausting and often thankless toils.

In these volumes are many specimens of correct writing and clear thinking, — excellent models of composition. It would be unreasonable to expect this of all. Many teachers have hobbies which they take great delight in riding, sometimes with little judgment, and to the annoyance of others, who have per-

haps hobbies of their own. Some of them, too, are not content to express themselves in a straight-forward manner, but think it necessary, in a lecture before the Institute, to adorn their thoughts in a sort of sunday dress, spangled all over with quotations from the poets. In the volume for last year are one or two specimens of this false taste; but not enough to diminish the value of the book, which is one that every teacher ought to have in his library.

But the indirect influences of the Institute have already begun to be beneficially felt, in the decided steps now taking towards a thorough reform of our common school system. The general attention, moreover, which has been drawn, for the last two or three years, to the subject of education, all over the United States, is unquestionably owing, in a great measure, to the action of this Society. If but a tythe of the promises held out by this national movement upon the most momentous of subjects, be fulfilled, the American Institute of Instruction will be entitled to a livelier gratitude than it is likely to enjoy.

A convincing proof of the intellectual activity now awakened on this subject, lies in the vast number of discourses, pamphlets, inaugural addresses, &c. &c., which the press is daily pouring out, and which the public ought to read. They come from every point of the compass, "thick as *leaves* in Valombrosa." — Mr. Lindsley's discourse, of which we have given the title above, is lively and pointed, like all his writings. — Mr. Southard's is copious, and if too long, abounds in just thoughts. It is the work of an accomplished hand; an able statesman, and a good scholar; but there is a want of terseness and definite conception, and an occasional want of critical discrimination, not at all surprising in one who has only given a cursory attention to the subject matter on which he speaks. Thus when he asserts the wonderful uniformity of style in the sacred writers, he asserts a thing which any competent critic would have shown him, in a moment, does not exist. Belonging to different ages, the genius of these writers exhibits also a great variety. What historical styles could well be more different, than those of Moses and Ezra? How marked the contrast between Isaiah and Malachi! — Mr. Wightman's Inaugural Address, on English literature, is well written, but runs occasionally into the superfine. — Mr. Eells has put a great deal of valuable thought into his discourse on the "moral dignity of the office of teacher"; but he, too, soars higher than the occasion warrants, into the regions of the grand and the beautiful. — President Woods's Valedictory Address is occupied with the discussion of two topics, — the preservation of the purity of the English language, and of the purity of

morals, in the United States. It is rather a singular grouping of subjects ; but they are treated with great good sense, and in a style at once clear and neat. The University of Alabama has sustained a heavy loss, in the resignation of a President so largely endowed with native ability and varied experience.— Mr. Ingersoll's well written discourse is particularly deserving of commendation for the calmness and candor, with which the supposed degenerate tendencies of the age are treated in it. Mr. Ingersoll reads in the practical and economical signs of the times, no omen of national degradation, but rather, with the buoyant hope of an American patriot, the prophecy of future national glory. He does not sympathize with those who half regret the absence of the aristocratical institutions of the old world, and would partially supply their place by a "learned order," but contends, that the best literature grows out of the din and pressure of actual affairs, the offspring of minds trained in the conflicts of the world, and tried by revolutions and reverses. This argument is a strong one, and deserves the attention of those who love to sigh over the departing glories of Latin folios, and the growing honors of Railroads and Canals.—The epithets of the associations, before which Mr. Barnard's Address was delivered, present one illustration among many of the great genius which such societies have for the invention of whimsical names. They are compounded upon altogether new principles of classical derivation. But what is in a name ? The Address contains much judicious advice and warning. Mr. Barnard has however adopted a tone, in one respect, which, in our opinion, is quite too common with the orators at literary festivities, — that of flattering the vanity of the young gentlemen, their hearers, by holding them up as the last hopes of the republic. Society is represented as standing on the tiptoe of expectation to meet them ; when the fact is, society, intensely busy about other things, is hardly aware of their existence, until they have made themselves felt by some superiority of powers. This kind of flattery is of evil consequence. The tendency among young men at college, to form exaggerated notions of their importance in the world, is naturally strong enough and rather needs a check than a stimulus. Public orators ought to be more careful to inculcate the love of order, modesty of opinion, diligence, and reverence for the illustrious of past times, and to point out the laborious paths, through which alone true distinction can be attained. Young men, who find out other things soon enough, are sometimes slow to feel the importance of these.

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